HyFlex Learning Community Course Quality Rubric (HLCCQR)

HOW TO USE THIS TOOL

For each of the four HyFlex principles (values, pillars), there are corresponding metrics. The metrics identify criteria that a HyFlex course should have. Most of the criteria apply to a lesson, a few apply to the entire course and others may apply to administrative support. As you review each lesson, determine the level to which each metric has been met by filling the appropriate bubble (circle). Note any revisions (deletions, corrections, additions, and comments) to be completed in the Action plan & Comments portion of the rubric. Include comments such as due dates or team member who will complete the change. Categories are listed below with the option to estimate the time it may take to complete a suggested revision.

Revision Options:

§ (4) Sufficiently Present – no revision needed

§ (3) Minor Revision

§ (2) Moderate Revision

§ (1) Major Revision

Action plans briefly describe what you will change, add, delete to improve the learner’s experience.

Since it is possible for learners to complete the course asynchronously, the asynchronous portion of the course should meet the college’s standard for online asynchronous courses including Regular and Substantive Interactions, social presence, organization, easy to navigate, etc.

\*Highlighted areas have been added by *Reynolds Community College Center for Excellence in Teaching and Learning*. Yellow highlights are for additional clarification. Blue highlights are college wide or the responsibility of the college.

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| LEARNER CHOICE (Maximum Points: 24) |
| Metric | Description | Revision Status | Action Plan & Comments |
| The learner rather than the teacher selects the participation mode best for them. | Learners are given the option of how to participate (how they complete course activities in any given week or topic).  | Sufficiently met oMinor oModerate oMajor o |   |

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| Metric | Description | Revision Status | Action Plan & Comments |
| Alternative participation modes are meaningful.  | Meaningful choice means that learners may select how they participate from options that fit their needs. All options provide content and activities that are fundamental to meeting the learning outcomes. The options truly engage those participating. (Whether the student is asynchronous, or synchronous in person, or synchronous in Zoom) | Sufficiently met oMinor oModerate oMajor o |   |
| Learners can evaluate their readiness for each of the delivery methods.  | Information is provided to learners to help them select the best for participation mode for them. For example, a decision tree or similar resource is provided to learners. Or a HyFlex promotional video explains the institutional definition of HyFlex. The instructor includes in a definition and explanation of the HyFlex participation options and course expectations in the syllabus and in other appropriate areas.The expectations for each modality are clear. | Sufficiently met oMinor oModerate oMajor o |   |
|  Administrative systems accommodate flexible student scheduling. | Administrative and design systems support clear and uniform understanding of HyFlex. | Sufficiently met oMinor oModerate oMajor o |    |
|  A faculty HyFlex course design and delivery FAQ resource is maintained. | Administrative and design systems support clear and uniform understanding of HyFlex. Instructor requisite skills for using technology tools (websites, software, and hardware) are clearly stated. | Sufficiently met oMinor oModerate oMajor o |    |

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| Metric | Description | Revision Status | Action Plan & Comments |
|  A learner HyFlex course design and delivery FAQ resource is maintained.   | Administrative and design systems support clear and uniform understanding of HyFlex. Learner requisite skills for using technology tools (websites, software, and hardware) are clearly stated.With the addition of course specific FAQ resources | Sufficiently met oMinor oModerate oMajor o |   |
| EQUIVALENCY (Maximum Points: 16) |
| Metric | Description | Revision Status | Action Plan & Comments |
| Equitable learning experiences lead to the same learning outcomes. | Learning activities in all participation modes lead to meeting the same learning outcomes, though specific activities may be different in each mode - equitable but not necessarily equal. | Sufficiently met oMinor oModerate oMajor o |   |
| Course and activity design promotes ease of learner progression regardless of delivery mode. | Duration and due dates for assignments reflect time required to satisfactorily complete per delivery mode. Timing of assignment feedback is useful. Levels of interaction and engagement are equitable.Synchronous and asynchronous modules are aligned because learners may move between modalities week to week. | Sufficiently met oMinor oModerate oMajor o |   |
| The instructor can provide a similar learning experience to learnersregardless of the path taken. | Instructors must be able to effectively handle the complexity of teaching students in multiple modes at the same time. | Sufficiently met oMinor oModerate oMajor o |    |

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| Metric | Description | Revision Status | Action Plan & Comments |
| Learners are invited to submit comments about the quality of the learning experience regardless of participation mode. (More than the end of the semester) | Formative feedback is requested from all learners regardless of participation mode to ensure ongoing that all modalities provide an equitable learning experience. | Sufficiently met oMinor oModerate oMajor o |   |
| REUSABILITY (Maximum Points: 12) |
| Metric | Description | Revision Status | Action Plan & Comments |
| Learning activities in each mode often overlap with other modes, reusing learning resources, activities, and assessments for all learners when possible and practical.  | Instructor content is used in more than one learning environment. Artifacts from learning activities in each participation mode are captured and can be reused in other mode. | Sufficiently met oMinor oModerate oMajor o |   |
| Content, associated activities, and assessments are reasonably consistent across all modes. | Content, activities, and assessments are the same in each mode unless there is an important reason for differences.  | Sufficiently met oMinor oModerate oMajor o |   |
| Learner engagement spans modes. | Activities are engaging and offer learners opportunity to engage across modes. | Sufficiently met oMinor oModerate o Major o |   |

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|  ACCESSIBILITY (Maximum Points: 32) |
| Metric | Description | Revision Status | Action Plan & Comments |
| Module-level overviews are presented for ease of navigation. | Module objectives, content, activities, and assessments are easy to locate and use. A logical, consistent, color-scheme, and uncluttered layout is employed. | Sufficiently met oMinor oModerate oMajor o |   |
| Students are provided technology resources to facilitate equal access all participation modes. | Access to information and support: Embed or place proximate to the information: instructions, help links, etc. (Support) | Sufficiently met oMinor oModerate oMajor o |   |
| Equitable access is available all for participation modes. | Learners can participate in any offered modality. Ex. Access to reliable Internet and device technology. (Access) | Sufficiently met oMinor oModerate oMajor o |   |
| Learners are equipped with the skills to access all participation modes. | Learners have the necessary skills to be able to participate in any offered modality. (Skills) | Sufficiently met oMinor oModerate oMajor o |   |
| Universal Design for Learning (UDL) principles are embedded in the course. | Meaningful options are present for accessing information, processing new information, and representing knowledge. Information is presented in chunked, manageable, error-free blocks.If Zoom meetings are recorded, they are closed captioned and are not the only means of instruction. | Sufficiently met oMinor oModerate oMajor o |   |
| Metric | Description | Revision Status | Action Plan & Comments |
| The design promotes learner independence. | Instructor uses strategies that encourage students to be self-directed and take responsibility for their learning. | Sufficiently met oMinor oModerate oMajor o |   |
| Engagement tools support access by all students in the course. | Engagement tools are accessible and used in multiple modes. | Sufficiently met oMinor oModerate oMajor o |   |
|  Learners can access the materials across modalities. | All learners can effectively participate across modalities.   | Sufficiently met oMinor oModerate oMajor o |   |

Live Google doc: [https://docs.google.com/document/d/1O92qWktmZ0uN\_e6yURonUK\_bZOvNzGKAsq2c8eFFfmA/edit#](https://docs.google.com/document/d/1O92qWktmZ0uN_e6yURonUK_bZOvNzGKAsq2c8eFFfmA/edit)